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ABSTRACT

The concept of survival language is described as arising from the need to develop practical skills in students, which in turn requires the identification of the tasks or speech acts the learner wants to carry out. The development by the Australian Adult Migrant Education Program of a notional-functional approach (the "On-Arrival" program in English as a second language) is discussed in terms of language skills and cultural knowledge. The language content of the syllabus, its methodology, and the Australian Second Language Proficiency Ratings are described. The application of the program to foreign language teaching is discussed. Portions of the syllabus are appended. (JB)

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# SURVIVAL LANGUAGE TEACHING

D.E. INGRAM

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THE MODERN LANGUAGE TEACHERS ASSOCIATION OF QUEENSLAND

*LANGUAGES: THE KEY TO THE FUTURE*

BARDON PROFESSIONAL DEVELOPMENT CENTRE, BRISBANE.

AUGUST 10TH - 13TH, 1979.

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# SURVIVAL LANGUAGE TEACHING

*D.E. Ingram*

## SUMMARY


### I Introduction

Survival of the profession.
"Survival" skills.
Dissatisfaction with proficiency level reached contributes to the decline in enrolments.
Need to improve the efficiency and relevance of our teaching.
Knowledge about is not the same as proficiency or practical skills.

If we are serious about developing practical skills, we must identify the tasks or speech acts the learner wants to carry out, what he wants to talk, read or write about, in what settings and, thence, what functions, syntax and vocabulary he needs.

The development of functional-notional syllabuses and teaching approaches.

### II The Development of the A.M.E.P's "On-Arrival" Programme in English as a Second Language

Language skills.
Cultural knowledge.

#### II.1 Australian Second Language Proficiency Ratings (ASLPR)

#### II.2 Specification of Language Content

Themes
↓
Situations
↓
Settings
↓
Functions and Notions
↓
Syntax and Vocabulary

#### II.3 Methodology

Origin in nature of language and nature of language learning.
Language is learned through use.
Language is learned through social interaction.
Teaching is most effective in response to felt needs.

Community involvement:

extramural
formal
informal

II.3 Methodology (Cont)

Need for an integrated and coherent programme.
The teacher as facilitator.
Relation between functions and syntax.
Modular approach to course design and lesson planning.

III Relevance to Foreign Language Teaching

Council of Europe.
Focus on practical skills.
Community involvement.
Content relevant to "general proficiency".

I Introduction: In speaking of "survival language teaching", I am concerned with two things: first, the survival of language teaching as a viable profession in Queensland schools and, second, with "survival skills" as minimum course objectives. By "survival skills", I mean the ability to use the language for the minimal essential tasks a person needs to carry out in order to survive in a community where the language is spoken.

There can be no doubt that one of the factors contributing to the decline in language enrolments is dissatisfaction with the level of proficiency reached in the courses we offer. On previous occasions (e.g. Ingram 1977, 1977a), I have pointed out that, on the most generous estimate of proficiency reached by matriculation, our best students attain the equivalent of only Level 1 to 1+ on the Australian Second Language Proficiency Ratings (ASLPR). Various surveys have shown that students are very dissatisfied with the proficiency levels they can hope to attain (e.g. Holt 1971; Emmans et al. 1974 : 46,48) and, in fact, a survey of students and the general public conducted by two of my students in 1976 (Tataraki and Kantor 1976), revealed such dissatisfaction as the principal reason that students opted out of language learning. Clearly, whatever we might think about timetabling policies, the domination of mathematics and science, or the misguidance of some Guidance Officers, unless we are prepared to do something about improving the quality of what goes on in our classes and the level of skills our students attain, we will not survive as language teachers.

If we are to improve the efficiency and effectiveness of our language teaching, we must clearly envision the goals for language learning, we must identify how language is learned, and we must modify our course content and methods accordingly. It can no longer be doubted that a

primary goal must be the attainment of useful levels of practical skill or proficiency in the language.

Practical skill, proficiency or the ability to use the language is not the same as knowledge <u>about</u> the language. One can know a lot about a language and even know many rules and items of vocabulary and yet still be unable to use the language for practical purposes. The ability to use a language implies rather, the ability to mobilize and organize relevant language items to achieve specific language tasks, in specific situations. In other words, if we are serious about wanting to develop practical language skills, we must identify exactly what it is the learner wishes to do with the language and teach towards this, i.e., we must identify what language tasks or speech acts he wants to carry out, what he wants to talk, read or write about, in what settings he wishes to do this, and, thence, what language items or "exponents" he needs to know.

Learners may well have a range of objectives in mind when they commence a language course but anecdotal experience and the surveys noted earlier confirm that most want practical skills and, specifically, they want ability to use the language for everyday communication purposes in the community in Australia or when they visit the country overseas. In other words, they want to be able to survive in the $L_2$ community using the language. Even if their aims are more esoteric, academic or literary in orientation, it is arguable that their attainment is facilitated by the prior development of the sort of general proficiency that practical survival skills pre-suppose.

It is for reasons such as these that there has, in recent years, been a major shift in direction in syllabus design towards what has become known as functional or functional-notional approaches to syllabus design. Though foreign language teaching in Queensland has not yet been signi-

ficantly affected by functional approaches, the teaching of English as a second language in Australia has been profoundly influenced. In particular, I have had the good fortune to serve on a Joint Commonwealth-States Committee established by the Federal Department of Immigration and Ethnic Affairs to prepare new "on-arrival" courses in English for migrants and refugees in Australia. I wish now to outline what has occurred and what has, incidentally, been easily the most exciting and professionally competent approach to syllabus development that I have experienced. My describing here the development of the on-arrival ESL programme should rightly be seen as implying that a similar approach is essential if foreign language teaching is to be revived and if it is to produce learners endowed with useful language skills. I would, in fact, go so far as to claim that the courses, methods and materials so far produced can serve as readily adaptable paradigms for the teaching of other languages in Australia.

## II The Development of the AMEP's On-Arrival ESL Programme

The purpose of the on-arrival ESL programme is to provide minimum ability in English in the four macroskills of listening, speaking, reading and writing in order that the new non-English-speaking arrival might be able to carry out those basic everyday language tasks needed to "survive" in the Australian community. In addition to language, he also requires information about Australian customs, services, institutions and way of life and, in any case, such cultural knowledge is essential for worthwhile language learning. Expressed differently, the purpose of the Adult Migrant Education Program (AMEP) is to take learners from zero proficiency (or whatever level they enter at) towards native-like proficiency but at least to that level which will enable them to "survive", i.e., to use English for those basic communication purposes for which they need to use it to settle comfortably into life in Australia.

II.1 ASLPR: In order to provide a co-ordinating framework within which to develop the programme, some notion of the path along which second language proficiency develops had to be established. Consequently, a working-party was formed to compile what has become known as the Australian Second Language Proficiency Ratings (ASLPR). The ASLPR defines degrees of second language proficiency in performance terms by providing definitions or detailed descriptions of observable language behaviour at six points from zero to native-like. In addition, three intermediate points are defined at the lower end of the scale, the end most relevant to formal classes and to the AMEP "on-arrival" programme, in particular. The definitions provide detailed descriptions of language tasks that can be carried out at each level in all four macroskills and are illustrated in Table 1. (The complete definitions are considerably longer than those shown here).

Thus, the ASLPR, by providing performance definitions of proficiency along the developmental path, permits clear statements of goal to be made and permits consecutive courses to lock into each other. Thus, in the AMEP "on-arrival" programme, three frames were developed spanning respectively Levels 0 to 1-, 0+ to 1+ and 1 to 2. Furthermore, the ASLPR can be used as one parameter for the streaming of students into relatively homogeneous classes and provides a meaningful basis on which a student's exit-proficiency can be stated.

II.2 Specification of Language Content: If a course is to respond to the "survival" needs of learners, it is essential that the nature of those needs be specified. In other words, it is necessary to identify in what situations a new arrival will need to use the language and for what purposes. When one starts to identify these situations, it rapidly becomes evident that they tend to cluster in such a way that themes emerge. The themes of the first "frame" of the AMEP include personal and family identification, health,

social contacts, postal and telecommunication services, shopping, safety, employment, transport, housing, banking services, leisure and entertainment, orientation, and the law.

Within each theme, certain situations can be identified. A situation involves a certain context plus some sort of language transaction. Shopping, for example, implies certain types of context (e.g., supermarket, greengrocer, chemist) and certain types of transaction (e.g., asking for an item, enquiring about cost). Thus, for each situation, one can identify a number of settings and a number of language tasks or functions. Under the theme "Transport", for example (see Table 2), the learner will need to be able to interact in such settings as at the bus stop, at the railway station, at the ferry wharf, or on the bus. Here, certain general functions (or language tasks) occur which involve asking for information, giving information, requesting someone to do something, and instructing someone to do something. Specifically, these tasks are realized in these settings in such specific functions as finding out which bus to catch (e.g., Which bus goes to Manly, please? or Does this train stop at Corinda?), finding out where to get off (e.g., Is this the stop for the hospital?), or finding out what time the train leaves (e.g., What time's the last train to Ipswich?). In any transaction, in addition to a functional task being performed, ideas or "notions" are involved and so, to fully specify the language required in any situation, one must identify also the notions that are likely to occur. Where transport is concerned, notions such as point of time, frequency, location, motion and cost will occur. By identifying the language function being carried out in particular settings and the ideas or notions to be talked about, one can identify the syntax and vocabulary to be taught. In brief, in the functional approach to syllabus design adopted in the AMEP "on-arrival" programme, one identifies the situations in which the learner wishes to use the language, the functions or tasks he wishes to

carry out, the ideas or notions he needs to talk about, and, hence, the syntax and lexis to be acquired. The situations, I observed earlier, tend to cluster into themes which provide not only a framework within which the language content can be delimited but paths into the culture underlying the language. This systematic approach to the specification of content in syllabus design is illustrated in Figure 1. Clearly this is a very different approach from that in which, as has traditionally been done in second language teaching, one more or less arbitrarily selects vocabulary and syntax to teach and then hopes that the learner will subsequently be able to mobilize them when he is in a situation to use the language. Here, one plans and teaches specifically for those speech acts in which the learner is likely to be involved. Instead of hoping, often vainly, that the learner knows how to mobilize the language, the teacher lets him experience its mobilization in specific communication tasks.

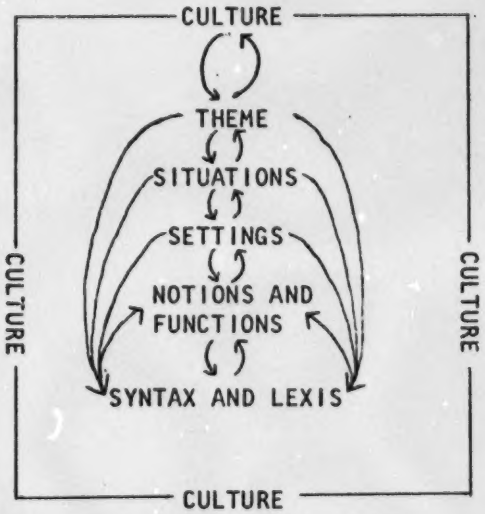


Figure 1.

The Specification of Language Content

The themes that emerge as one identifies the speech acts or language tasks also provide paths into the culture of the language and ensure the integration of language and culture teaching. In addition, the AMEP includes an "information compenent" delivered in both English and the learner's own first language and designed to ensure that he acquires some understanding of Australian culture, the Australian way-of-life, and the services that are available to meet his needs.

The way in which this approach to syllabus development operates in practice is perhaps best understood if one examines the language content of one of the themes. See, for example, that on Transport in Table 2 or "Orientation" in Table 3.

The teaching of reading and writing poses particular problems in a functional-notional syllabus. The essence of functional approaches is that one teaches not only language exponents but how they are mobilized to carry out particular communication tasks. At first sight, this seems to be less relevant to reading, a receptive skill. Furthermore, the sorts of things that the learner needs to be able to read and write for survival purposes (e.g., in reading, street signs, labels, etc) seem not very suitable for the longer term development of proficiency in these macroskills. In fact, reading and writing relate in three ways to the rest of the ESL programme:

1. They are taught for survival purposes.
2. They are taught as discrete skills that are desirable in themselves because they are the mark of education and because of the autonomy and opportunity for independent learning that they give to the learner.
3. They are taught for the support they lend to oral learning by providing further learning channels and by catering for learning strategies each person develops in the course of normal educational experience.

In fact, the reading and writing sections of the AMEP are still in the process of development though the framework in which they will exist is marked out by these three roles.

II.3 Methodology: The methodology by which it is intended that the language content of the AMEP and some of the cultural content should be taught arose from a close examination of the nature of language, of language learning, and of the learner's role in society. From this, a set of learning "strategies" was identified which might be summarized by saying that language is learned through use, it is learned in the course of social interaction, and teaching is most effective when it responds to the learner's felt needs. Particular emphasis is laid on the learner's experiencing and practising the language in role play, language games, other simulation activities, and use of the language outside of the classroom. Although a support role remains for the formal presentation and practice of functions, syntax and lexis in the classroom, it is emphasized that extensive use must be made of "community involvement" activities. Three types of "community involvement" (C.I.) activities are recognised : first, there are extramural activities which extend the practice of the language taught in the classroom into the community, e.g., a function taught formally is re-experienced in a real-life situation. Second, there are formal C.I. activities, in which the learner is asked to make some specific inquiry in the community concerning some aspect of Australian culture, a service that is available, or the nature of some business enterprise. Third are informal C.I. activities involving social interaction and providing opportunities for the learner to establish normal social relationships with fellow Australians. Clearly, each of these C.I. activities serve important language learning purposes but they also have important roles related to the learning of Australian culture, to the learner's familiarity with the structures in Australian

society and how to utilize them, and to finding ways of bridging the gap between newly arrived migrants and refugees and other Australians.

In any language course, but especially in one that emphasizes learning through use, varied activities and responding to learner's needs, there is danger that learning could be dissipated in fragmented and unco-ordinated activity. It is essential that some means be found by which the course can be kept coherent and integrated. The clear specification of goals and objectives provides one means to ensure coherence but, in the AMEP, community involvement also serves as an integrating principle. Its use requires that learners be encouraged to make contact with Australians, that they use the language in learning about their new environment, and that the course be structured to meet their immediate "survival" and changing needs. This approach encourages interaction, it makes feedback from informal learning available to guide the planning of the formal teaching that supports it, and it, thereby, makes the formal learning more efficient. The teacher's role is essentially that of a facilitator who establishes the appropriate balance of formal and informal learning according to the learner's level, suggests appropriate activities and a balanced set of contacts in the community, helps the learner to identify his needs at each stage as a result of feedback from trying to use the language, and provides formal learning activities to meet the needs identified.

Though the approach to language teaching envisaged in the AMEP "on-arrival" programme is best considered an interactive or "community involvement" approach rather than just a functional-notional approach, it entails the same syllabus design problems for systematic language development as does a functional-notional approach. In brief, the problem is whether or not one should formally teach syntax when the essence of the functional approach is that teaching should focus on the functions, language tasks,

or speech acts that you want the learner to be able to perform. However, though language learning can rightly be viewed as function learning, the functions are carried by syntax and lexis. If one were to reject the need to grade syntactically or to systematically teach the syntax of the language, then a solely function-based programme would be possible. Yet most teachers would feel that syntactic rules need to be taught, there is ample evidence that learners naturally follow a particular developmental sequence in acquiring the syntax of the language, and many studies have shown that some formal systematization of syntax helps at least adolescent and adult learners (e.g., Von Elek 1975; Von Elek and Oskarsson 1973: 8, 9, 26, 39; Nida 1957 : 41; Seliger 1975 : 16; Freedman 1975).

A modular approach to course design and lesson planning provides one solution to the need to integrate functions with syntax and lexis. A party could, for example, be considered a communication situation entailing certain functions (e.g., in writing, accepting and declining invitations, greeting, farewelling, and entering, continuing and exiting from conversations), and entailing corollary language exponents (e.g., question forms, courtesy features, and such non-verbal features as eye-hold, personal distance, and touching). At elementary levels, the syntax and lexis to be used in particular functions can be identified, taught separately and then practised in those functions and in communication situations. At more advanced levels when the learner has a repertoire of language on which to draw, it is preferable to teach in response to need : hence, the learner will experience a particular communication situation in which his need for facility in certain functions, syntax and lexis becomes evident and these are then taught. Figure 2 shows these alternative approaches.

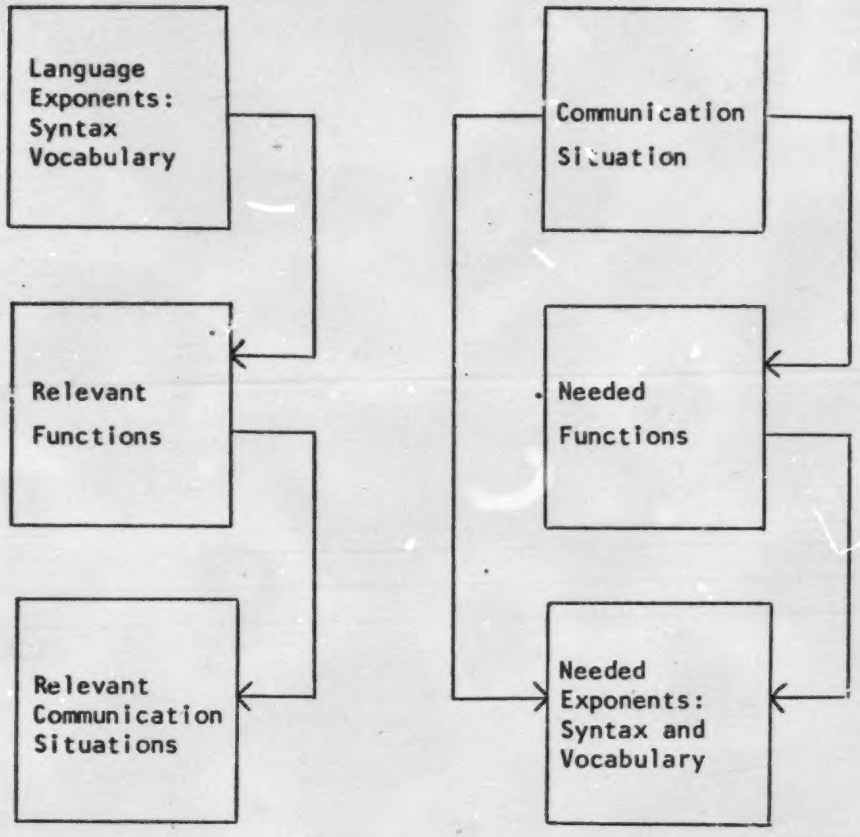


Figure 2

Modular Approaches to Course Design and Lesson Planning.

Clearly this sort of modular approach "slots" well into a community involvement approach since the communication situations chosen can be those to be used in interaction in the community or those needed for "survival" purposes.

III Relevance to Foreign Language Teaching: The design of the AMEP "on-arrival" programme in ESL is, I believe, well in accord with the developments that have taken place elsewhere, especially those sponsored by the Council of Europe. In some directions it has involved considerable innovative, developmental work. This is particularly so with regard to the Australian

Second Language Proficiency Ratings, the identification and organization for teaching purposes of the language needed for everyday interaction or "survival" in Australia, and in the development of a methodology based on sound linguistic and psycholinguistic principles, in accord with functional-notional innovations, but also responsive to the particular needs of new settlers in an English-speaking community. It would seem sensible that foreign language teachers should seek to capitalize on the work that has been done.

First, the methodology based as it is on principles inherent in the nature of language and of second language learning would seem to be relevant. Its focus on practical skills could do much to overcome the criticism that existing teaching methods fail to provide learners with the minimal skill levels that they seek. In addition, as I have argued previously (Ingram 1977, 1979), community involvement or interactive approaches respond most satisfactorily to the need to structure second language teaching in Australia so as to provide experiences conducive to the development of more favourable cross-cultural attitudes.

Although the language content has been specified for the teaching of English as a Second Language in Australia, it is at least arguable that what has been laid down aims at the development of general proficiency and closely reflects the areas of lexis, syntax and functions needed by new arrivals in any country. Of course, one cannot simply translate from English to other languages but, if our language teaching aims to develop basic survival skills in learners so that they can use the language for interaction in the local ethnic community or on arrival as a tourist in the $C_2$, it would seem likely that what has been set down in the AMEP "on-arrival" programme would serve as a useful starting-point for syllabus committees in other languages. The very least one could say is that we now have available as a model, a major new Australian-designed programme

which illustrates the factors to be considered in modern syllabus design, which illustrates some ways in which language content can be organized, and which suggests approaches that can be adopted to enable learners to attain as efficiently as possible worthwh' e practical skills in the language they are learning.

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TABLE 1.

KEY HEADINGS FROM

AUSTRALIAN SECOND LANGUAGE PROFICIENCY RATINGS (ASLPR)

| | | | |
|---|---|---|---|
| Level 0 Zero Proficiency<br>Unable to function in the language. | | | |
| S-0+ Initial Proficiency<br>Able to operate only in a very limited capacity within very predictable areas of need. | L-0+ Initial Proficiency<br>Able to comprehend only a very restricted range of simple utterances within the most predictable areas of need and only in face-to-face situations with people used to dealing with new arrivals. | W-0+ Initial Proficiency<br>Able to write clearly a limited number of words or short formulae pertinent to the most predictable areas of need in his everyday life. | R-0+ Initial Proficiency<br>Able to read only a limited range of essential sight words and short simple sentences whose forms have been memorized in response to immediate needs. |
| S-1- Elementary Proficiency<br>Able to satisfy immediate needs using learned utterances | L-1- Elementary Proficiency<br>Able to comprehend readily only utterances thoroughly familiar to him or that are predictable within the areas of his immediate survival needs. | W-1- Elementary Proficiency<br>Able to write with reasonable accuracy short words and brief familiar utterances. | R-1- Elementary Proficiency<br>Able to read short simple sentences and short instructions. |
| S-1 Minimum Survival Proficiency<br>Able to satisfy basic survival needs and minimum courtesy requirements | L-1 Minimum Survival Proficiency<br>Able to comprehend enough to meet basic survival needs. | W-1 Minimum Survival Proficiency<br>Able to satisfy basic survival needs. | R-1 Minimum Survival Proficiency<br>Able to read personal and place names, street signs, office and shop designations, numbers, isolated words and phrases, and short sentences. |

| | | | |
|---|---|---|---|
| S-1+ Survival Proficiency<br>Able to satisfy all survival needs and limited social demands. | L-1+ Survival Proficiency<br>Able to satisfy all survival needs and limited social demands. | W-1+ Survival Proficiency<br>Able to satisfy all survival needs and limited social demands. | R-1+ Survival Proficiency<br>Able to read short texts on subjects related to his immediate needs. |
| S-2 Minimum Social Proficiency<br>Able to satisfy routine social demands and limited work requirements. | L-2 Minimum Social Proficiency<br>Able to understand in routine social situations and limited work situations. | W-2 Minimum Social Proficiency<br>Able to satisfy routine social demands and limited work requirements. | R-2 Minimum Social Proficiency<br>Able to read simple prose, in a form equivalent to type-script or printing, on subjects within a familiar context. |
| S-3 Minimum Professional Proficiency<br>Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and vocational topics. | L-3 Minimum Professional Proficiency<br>Able to comprehend sufficiently readily to be able to participate effectively in most formal and informal conversations with native speakers on social topics and on those vocational topics relevant to his interests and experience. | W-3 Minimum Professional Proficiency<br>Able to write with sufficient accuracy in structures and spelling to meet all social demands and basic work needs. | R-3 Minimum Professional Proficiency<br>Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in his special field, and other everyday materials (e.g., best-selling novels and similar recreational literature). |
| S-4 Full Professional Proficiency<br>Able to use the language fluently and accurately on all levels normally pertinent to his personal, social, academic or vocational needs. | L-4 Full Professional Proficiency<br>Can comprehend easily and accurately in all personal and social contexts and in all academic or vocational contexts relevant to his experience. | W-4 Full Professional Proficiency<br>Able to write fluently and accurately on all levels normally pertinent to his personal, social, academic or vocational needs. | R-4 Full Professional Proficiency<br>Able to read all styles and forms of the language pertinent to his personal, social, academic or vocational needs. |

| S-5 Native-like Proficiency | L-5 Native-like Proficiency | W-5 Native-like Proficiency | R-5 Native-like Proficiency |
|---|---|---|---|
| Speaking proficiency equivalent to that of an educated native speaker. | Listening proficiency equivalent to that of an educated native speaker. | Written proficiency equivalent to that of a native speaker. | Reading proficiency equivalent to that of an educated native speaker. |

# Table 2

ON-ARRIVAL FRAME 1

## TRANSPORT

| | |
|---|---|
| CULTURAL PRE-REQUISITE | Understanding of public transport network relevant to particular locality.<br>Understanding of Australian currency.<br>Understanding appropriate (bus) behaviour. |
| LANGUAGE PRE-REQUISITE | Orientation, Social Contacts. |
| CROSS REFERENCE | Leisure and Entertainment, Safety. |
| OBJECTIVES | To make pre-planned journeys on common forms of public transport as appropriate to immediate needs. |
| FUNCTIONS | Asking for information (1). Giving information (2). Requesting someone to do something (3). Instructing someone to do something (4). |
| NOTIONS | Time (point of, frequency), numerals, cost, location, motion. |
| SITUATIONS | Catching the (bus).<br>NOTE: In this unit (bus) stands for bus, train, tram or ferry as appropriate to locality. |

ON-ARRIVAL FRAME 1 — TRANSPORT

SITUATION 1 — CATCHING THE (BUS)

SETTINGS: At the bus stop, at the tram stop, at the station, at the wharf, at the ticket office, on the bus.

| MACROSKILL | SPECIFIC FUNCTION | SYNTAX | LEXIS |
|---|---|---|---|
| Speaking | Finding out which (bus) to catch (1) | Which + NP, please?<br>*Which ferry for Manly, please?*<br><br>Does + NP + Vinf + adv.P?<br>*Does this stop at Wynyard?* | *numbers*<br>*place & suburb names*<br>cents<br>child<br>children<br>adult<br>single<br>return<br>bus<br>tram<br>train<br>ferry<br>stop (n.)<br>platform<br>station<br>wharf<br>for<br>to<br>at<br>near<br>past<br>stop (v.)<br>go<br>next<br>last<br>first |
| | Finding out where to get off (1) | Which + NP, please?<br>*Which stop for Holden's, please?*<br><br>Is this + NP, please?<br>*Is this the stop for Queen Elizabeth Hospital, please?*<br><br>Is this/that + NP, please?<br>*Is this Sturt Street, please?* | |
| | Finding out what time the next/last (bus) goes (1) | What time's/when's + NP?<br>*What time's the last train to Strathfield?* | |

ON-ARRIVAL FRAME 1 — TRANSPORT

SITUATION 1 (cont.) — CATCHING THE (BUS)

SETTINGS: At the bus stop, at the tram stop, at the station, at the wharf, at the ticket office, on the bus.

| MACROSKILL | SPECIFIC FUNCTION | SYNTAX | LEXIS |
|---|---|---|---|
| Speaking (cont.) | Asking for a ticket (3) | NP, please<br>*Victoria Square, please.*<br><br>NP + adv.P, please<br>*One adult and two children to Glenelg, please.*<br><br>NP + adv.P + return, please<br>*Adult and two children to Newtown return, please.*<br><br>How much (+ adv.P), please?<br>*How much to Kingsford, please?* | |
| Listening | Indicating which (bus) to catch (2) | You + VP<br>*You want a number 12.* | *number*<br>want<br>need<br>get<br>take<br>this one<br>sorry, I don't know<br>sorry, I can't help you<br><br>*time phrases*<br>here<br>fares please<br>tickets please |
| | Indicating where to get off (bus) (2) | Vimp + adv.P<br>*Get out at Beltana Road.*<br><br>You + VP<br>*You want stop 14.* | |
| | Asking for payment (3) | NP (please)<br>*Thirty five cents please.* | |

ON-ARRIVAL FRAME 1 — TRANSPORT

SITUATION 1 (cont.) — CATCHING THE (BUS)

SETTINGS: At the bus stop, at the tram stop, at the station, at the wharf, at the ticket office, on the bus.

| MACROSKILL | SPECIFIC FUNCTION | SYNTAX | LEXIS |
|---|---|---|---|
| Listening (cont.) | Giving routine instructions to passengers (4) | Vimp (+ adv.P) please<br>*Move down the centre, please.*<br>*Pay the conductor, please.* | up<br>down<br>along<br>centre<br>aisle<br>move<br>pay<br>conductor |
| Reading | Giving essential information signs on (buses) and at stops (2) | | *place names*<br>*numbers* (bus)<br>*platform*<br>*wharf*<br>*signs* on (buses)<br>eg. express<br>first set down<br>special<br>pay driver<br>place money on tray<br><br>*signs at station/wharf*<br>eg. platform 3<br>entry<br>exit<br>information<br>ticket office<br><br>*signs at bus/tram stop*<br>eg. stop<br>signal driver<br>hail tram here |

# Table 3

ON-ARRIVAL FRAME 1

## ORIENTATION

| | |
|---|---|
| CULTURAL PRE-REQUISITE | Familiarity with location and use of facilities and services within the hostel. Understanding of traffic signals and pedestrian safety signs. |
| LANGUAGE PRE-REQUISITE | Personal and Family Identification, Social Contacts. |
| CROSS REFERENCE | Safety, Shopping. |
| OBJECTIVES | To ask for and understand simple directions to reach specific addresses, facilities and services as appropriate to local conditions and individual needs. |
| FUNCTIONS | Asking for information (1). Giving information (2). |
| NOTIONS | Location, direction, time (point of, duration), availability. |
| SITUATIONS | Locating people, places and services. |

ON-ARRIVAL FRAME 1 — ORIENTATION

SITUATION — LOCATING PEOPLE, PLACES & SERVICES

SETTINGS: In the hostel, in the street, in local shops, in government offices, at the workplace, at school.

| MACROSKILL | SPECIFIC FUNCTION | SYNTAX | LEXIS |
|---|---|---|---|
| Speaking | Asking for location of a specific person, place or service. (1) | (Excuse me, +) where's + NP please?<br>*Excuse me, where's the post office please?*<br><br>(Excuse me, +) where's the nearest + NP, please?<br>*Where's the nearest public telephone please?*<br><br>Where can I + Vinf?<br>*Where can I get a haircut?*<br>*Where can I find the headmaster?*<br><br>I want + NP, (please)<br>*I want an interpreter.*<br><br>(Excuse me +) I want + V to, (please)<br>*I want to see the headmaster, please.*<br>*I want to post a letter.*<br><br>Is this + NP?<br>*Is this Smith Street?*<br>*Is this the manager's office?* | *Names and titles of people and places*<br><br>e.g. Mr. Fortuna<br>manager<br>interpreter<br>Police Station<br>chemist<br>C.E.S. Office<br>Smith Street<br>manager's office<br>ladies'toilets<br><br>*Names of services and items*<br><br>e.g. taxi<br>haircut<br>cup of tea<br><br>*Categories of people*<br><br>e.g. nurse<br>doctor<br>interpreter<br>foreman<br><br>find<br>get<br>see<br>post<br>pay<br>speak to |

ON-ARRIVAL FRAME 1 — ORIENTATION

SITUATION — LOCATING PEOPLE, PLACES & SERVICES

SETTINGS: In the hostel, in the street, in local shops, in government offices, at the workplace, at school.

| MACROSKILL | SPECIFIC FUNCTION | SYNTAX | LEXIS |
|---|---|---|---|
| Listening | Giving information on directions and locations (2) | Vimp + adv.P<br>*Take the first on the left.*<br><br>Vimp + adv.P<br>*Go straight ahead.*<br><br>Vimp (+ adv.P)<br>*Turn left at the traffic lights.*<br>*Go along Pitt Street.*<br><br>NP + BE + adv.P<br>*It's over there.*<br><br>NP + BE + adv.P<br>*It's over there behind the Post Office.*<br>*The manager's office is in that building.* | office<br>building<br>floor<br>home<br>over there<br>on the right<br>on the left<br>straight ahead<br>opposite<br>next to<br>near, after<br>at, in, on<br>on the corner of<br>past<br>behind<br>in front of<br>first, second, third<br>the next<br>left, right<br>take<br>go<br>turn<br>follow<br>up, down, along<br>over<br>traffic lights<br>pedestrian crossing |

ON-ARRIVAL FRAME 1 — ORIENTATION

SITUATION — LOCATING PEOPLE, PLACES & SERVICES

SETTINGS: In the hostel, in the street, in local shops, in government offices, at the workplace, at school.

| MACROSKILL | SPECIFIC FUNCTION | SYNTAX | LEXIS |
|---|---|---|---|
| Listening (Cont.) | Giving information on times and places (2) | (I'm sorry) NP + BE + not + adv.P /adj.<br>*I'm sorry, he isn't here.*<br>*I'm sorry, the office isn't open.*<br><br>Come back + adv. T<br>*Come back at 3 o'clock*<br><br>NP + 'll be + adj./adv. P + adv. T<br>*He'll be here at 2 o'clock*<br>*It'll be open at 11.30.* | open<br>shut<br>closed<br>here<br>later<br>out<br>before<br>after<br>until<br>tomorrow<br>next week<br>I'm sorry |
| Reading | Giving information on locations and directions (2) | | *street names*<br>*names of buildings*<br>*names of offices*<br>*names of shops* |

## SURVIVAL LANGUAGE TEACHING

*D.E. Ingram*

### WORKSHOP DISCUSSION QUESTIONS

1. Taking the frames on "Orientation" and "Transport" in the AMEP "on-arrival" program as models, compile a similar set of language content for the language you teach.

2. Outline a set of activities that you could use to teach the material you have compiled in Topic 1 above. Compile your list under the following headings:

    1. Formal presentation
    2. Formal classroom practice
    3. Role play and simulation activities
    4. Extramural activities
    5. Excursions

3. What use can you make of the native speaking community in Australia to improve your teaching? If there are no native speakers near your school, what activities can you use in lieu of native speaker interaction?

4. What goals are appropriate for (a) Grade 8; (b) Grade 10 and (c) Grade 12 for the language you teach? Specify the goals in performance terms under such headings as:

    1. In what situations will the learner be able to use the language?
    2. What functions (tasks or speech acts) will the learner be able to carry out in these situations?
    3. What notions will the learner be able to express?

5. How relevant is this approach to course planning to foreign language teaching in Queensland? Why?

6. If it is irrelevant and the learner's ability to use the language for communication is not an important goal for Queensland students, why are languages taught? What are the objectives of language teaching?

7. How might you assess students if an approach as outlined in the paper on "Survival Language Teaching" were adopted for future language syllabuses in Queensland?

8. With regard to competency-based assessment, what do you mean by (a) "highly competent" (b) "competent"

    1. in the context of present syllabuses
    2. in the context of a functional-notional syllabus for your language similar to that now being developed for the Adult Migrant Education Program.

9. How suitable will the course books now in use be if a functional-notional syllabus were to replace the present syllabus? How, if at all, would you modify their use to make them suitable?

10. What difference is there between the approach to language teaching outlined in the paper "Survival Language Teaching" and that common in schools today?

11. Outline activities that you could use with a Grade 11 class that might fall into the categories of extramural, formal and informal community involvement.